

# DATA DEFINITIONS FOR EARLY INDICATION TOOL (EIT) FOR TEACHERS

## Data definitions for Connecticut's Early Indication Tool (EIT) for Teachers

<b>Attendance Grade N</b>	Percentage of school days attended during that grade
<b>Current Grade</b>	The grade level in which the student is currently enrolled, assuming the Summer Roll-up in Registration for the district has been completed. Until this happens, the grade from last year will appear in this column. (Note: KH-Half-time Kindergarten, KE-Extended-day Kindergarten, KF-Full-time Kindergarten)
<b>Days Enrolled</b>	The number of days the student has been enrolled in their current reporting district
<b>District Entry Date</b>	The date the student enrolled in the current reporting district
<b>English Learner (EL) Flag</b>	<p>A student with English Learner status is one who meets <b>at least one</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>English is not the primary language spoken in the home, regardless of the language spoken by the student;</li> <li>English is not the language most often spoken by the student;</li> <li>English is not the language the student first acquired;</li> </ul> <p><b>AND</b> whose English language proficiency test results met English Learner requirements</p>
<b>Gender</b>	Gender of the student
<b>High Needs Flag</b>	A student with High Needs status is one who is economically-disadvantaged, an English learner (EL), or a student with disabilities (SWD)
<b>KINV - Creative</b>	Student's score on the Creative/Aesthetic skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3
<b>KINV - Language</b>	Student's score on the Language skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3
<b>KINV - Literacy</b>	Student's score on the Literacy skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3
<b>KINV - Non-Traditional</b>	Aggregate score on the non-academic components of the Fall Kindergarten Entrance Inventory (sum of scores for Physical/Motor skills, Creative/Aesthetic skills and Personal/Social skills; max score: 9)
<b>KINV - Numeracy</b>	Student's score on the Numeracy skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3
<b>KINV - Personal</b>	Student's score on the Personal/Social skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3

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<b>KINV - Physical</b>	Student's score on the Physical/Motor skills component of the Fall Kindergarten Entrance Inventory. Score values: 1,2, or 3
<b>KINV - Traditional</b>	Aggregate score on the academic components of the Fall Kindergarten Entrance Inventory (sum of scores for Language skills, Literacy skills, and Numeracy skills; max score: 9)
<b>Nondisabled Peer Hours</b>	The number of hours the student spends with non-disabled students per week, including time during which special education and related services are provided to the child in the general education classroom ( <i>NOTE: Data may appear in this field for students who are no longer receiving special education and reflect the last IEP that was in place for the student.</i> )
<b>Primary Disability Code</b>	The code that identifies the student's primary disability on their Individualized Education Program (IEP)
<b>Primary Disability Name</b>	The name of the primary disability on the student's IEP

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<b>Race/Ethnicity</b>	<p><i>American Indian or Native Alaskan</i> - a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.</p> <p><i>Asian or Pacific Islander</i> - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.</p> <p><i>Black or African American, not of Hispanic Origin</i> - a person having origins in any of the black racial groups of Africa.</p> <p><i>Hispanic or Latino</i> - a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."</p> <p><i>White, not of Hispanic Origin</i> - a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</p> <p><i>Two or more races</i> - a person having origins in two or more races.</p>
<b>SASID</b>	State Assigned Student Identifier
<b>Smarter Balanced ELA Score Grade N</b>	Connecticut Smarter Balanced (SB) English language arts (ELA) scale score on exam taken in Grade N
<b>Smarter Balanced Math Score Grade N</b>	Connecticut Smarter Balanced (SB) mathematics scale score on exam taken in Grade N
<b>Smarter Balanced ELA Estimate with Interval (2020)</b>	Estimated SB ELA scale score for 2019-20, including confidence interval
<b>Smarter Balanced ELA Achievement Level Estimate (2020)</b>	Estimated SB ELA achievement level for 2019-20
<b>Smarter Balanced ELA Growth Target Estimate (2021)</b>	Estimated SB ELA growth target for 2020-21

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<b>Smarter Balanced Math Estimate with Interval (2020)</b>	Estimated SB Math scale score for 2019-20, including confidence interval
<b>Smarter Balanced Math Achievement Level Estimate (2020)</b>	Estimated SB Math achievement level for 2019-20
<b>Smarter Balanced Math Growth Target Estimate (2021)</b>	Estimated SB Math growth target for 2020-21
<b>School Name</b>	School or program in which the student is currently enrolled
<b>Special Education Hours</b>	The number of hours the student received special education, not including related services hours ( <i>NOTE: Data may appear in this field for students who are no longer receiving special education and reflect the last IEP that was in place for the student.</i> )
<b>Special Education Flag</b>	A student with Special Education status is a student with an Individualized Education Program (IEP)
<b>Support Level</b>	Level of targeted support recommended by the Early Indication Tool: <i>High, Medium, or Low</i> . Students in the <i>High</i> cluster are most at-risk of missing milestones and/or dropping out. (NOTE: Students for whom there is no support level (i.e., blank values showing in the Support Level column or <i>(missing values)</i> in the Support Level filter) were not clustered due to missing data in attendance, behavior, and/or assessments. Districts are encouraged to follow up and review all data—including current year data and other information not contained in the EIT—for these students to determine if additional interventions may be necessary.)
<b>Total In-School Suspensions (ISS)</b>	Student's total in-school suspension incidents over all grades
<b>Total Out-of-school Suspensions (OSS)</b>	Student's total out-of-school suspension incidents over all grades
<b>Total District Moves</b>	Number of times the student changed reporting districts during the student's academic career ( <i>NOTE: District moves includes first-time enrollment if it's after Kindergarten.</i> )

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<b>Total School Hours Per Week</b>	For students receiving special education services, the total number of hours per week the student is required to be in attendance. Total School Hours Per Week includes homeroom, hallway passing time, lunch and recess, etc. If a student's IEP includes a requirement for an extended day program, the time spent in that program is included in Total School Hours Per Week. If a student's IEP provides for a shortened school day, then the Total School Hours reflect the shortened day. <i>(NOTE: Data may appear in this field for students who are no longer receiving special education and reflect the last IEP that was in place for the student.)</i>
<b>Total School Moves</b>	Number of times the student changed schools during the student's academic career. <i>(NOTE: School moves does not include in-district promotions such as elementary school to middle school, but does include first-time enrollment if it's after Kindergarten.)</i>